

4 month reporting date 3/19/06 Received: 3/20/06  
8 month reporting date 7/19/06  
12 month completion date 11/19/06

## Shannon County School District Improvement Plan/Progress Report Form

### Principle: Principle 1 – General Supervision

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:17:03 Annual report of children served

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3<sup>rd</sup> birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

The monitoring team was unable to validate an IEP was in effect on December 1<sup>st</sup>, 2004 for one student who was listed on the district's 2004 child count.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Shannon County School District will ensure all students on child count will have an active IEP in place 100% of the time.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

**The Shannon County School District will ensure all students on child count will have an active IEP in place 100% of the time.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record date objective is  
met**

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<p>1. What will the district do to improve? The special education director will review the eligibility of students reported on the December 1<sup>st</sup> 2005 child count.</p> <p>2. What data will be given to SEP to verify this objective? Copies of the IEP cover sheets for each eligible student will be submitted to Shannon County School District Special Education Program office. A brief explanation on any reporting errors will be submitted to the State Office of Special Education Programs.</p>	<b>Dec 15, 2005</b>	<b>Special Education Director</b>	<b>Goal Met 3/16/2006</b>
Please explain the data (4 month) <b>Cover pages for active IEP's were submitted to the Shannon County School District SEP office for all students on the December 15, 2005 child count.</b>			
Please explain the data (8 month)			
Please explain the data (12 month)			

**Principle: Principle 3 –Evaluation Procedures**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Issues Requiring Immediate Attention**

**24:05:25:04 Evaluation procedures**

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(4) No single procedure is used as the sole criterion for determining eligibility or an appropriate educational program for a child;

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified;

Through interview and a review of student records, the review team identified the following issues:

1. The data reported from a May 2005 reevaluation for a student identified as mental retardation did not yield eligibility scores to support mental retardation. On the WISC III the Full scale was 73, performance 89, and verbal 63. The Adaptive Behavior scores composite were within the normal range.
2. The data reported from an April 2004 reevaluation for a student identified on child count as mental retardation did not yield eligibility scores to support mental retardation. On the WISC 111 the PIQ was 95. There was no adaptive behavior scores reported.
3. The data reported from an April 2003 reevaluation for a student identified on the child count as orthopedic impairment did not yield eligibility scores to support orthopedic impairment. The Occupational Therapist stated "Scores do not indicate a need for OT services; however occupational therapy services are recommended to work on self-help/dressing skills."
4. The data reported from a February 2003 evaluation for a student identified on the child count as emotional disturbance did not yield eligibility scores to support emotional disturbance. The Achenbach was given, and no scores were in the 60's for the at risk range or 70+ for clinically significant.
5. The data reported from a June 2005 evaluation identified a child as speech/language; however the scores did not show eligibility. There were no speech/language evaluations given. The score from a subtest on the Battelle was the sole criteria for determining eligibility.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for eligibility.

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<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> Five students will be reevaluated in all areas of suspected disability, and a written report will document all findings.			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record date objective is met</b>
1. What will the district do to improve? The district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure that all students are appropriately evaluated for eligibility and evaluations are appropriately documented.  What data will be given to SEP to verify this objective? Documentation from the 5 files listed above will show evaluations were conducted in a manner that ensures eligibility and that evaluation results are appropriately documented.	<b>Dec 21, 2005</b>	<b>Special Education Director</b>	<b>Goal Met December 16, 2006</b>
Please explain the data (4 month) <b>Information clarifying the 5 files listed above was submitted to the State Office of Special Education on December 14, 2006.</b>			
Please explain the data (8 month)			
Please explain the data (12 month)			
<b>Principle: 3-Evaluation Procedures</b>			

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

. 24:05:25:04. Evaluation procedures

School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. This is to include information provided by parents that may assist in determining whether the child is a child with a disability and the content of the child's IEP.

Twenty six out of 41 files reviewed showed no functional evaluations were completed.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional evaluations will be given to all students and a written report will be seen with the results of the functional assessment.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

**The Shannon County School District will ensure that all students who are being evaluated as part of an initial or 3- year re-evaluation will be assessed in the area of the suspected disability. The district will gather functional and developmental information and will also have a functional report included to document these findings.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record date objective is  
met**

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<p>1. What will the district do to improve?          The Special Education Director will review the files of all students being evaluated as part of their initial evaluation or 3-year evaluation for functional components to ensure that 100% contain a functional component.</p> <p>What data will be given to SEP to verify this objective? The district shall report the number of evaluations completed between Dec 1, 2005 and May 30, 2005 and will report the number of files containing the functional component. Between May 2006 and November 2006, Shannon County will take a random sample of files that have had initial and 3 year reevaluations completed to ensure they contain a functional component.</p>	<p><b>May 2006</b></p>	<p><b>Special Education Director</b></p>	<p><b>Goal Met 3/16/06</b></p>
<p>Please explain the data (4 month)  <b>As of 3-15-06, 22 evaluations have been completed, and 22 files contained functional components.</b></p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2.What will the district do to improve?          All special education staff will attend an in-service on functional assessments, and how to link them to the present levels of performance. IEP content will be addressed at the same in-service covering goals and justification statements.</p> <p>What data will be given to SEP to verify this objective?          The date and number of staff attending the in-service will be submitted to the SEP.</p>	<p><b>Feb. 2006</b></p>	<p><b>Shannon County</b></p>	<p><b>Goal Met 3/16/06</b></p>
<p>Please explain the data (4 month)  <b>The district held a special education meeting on December 14<sup>th</sup>, 2005. All certified special education staff attended the in-service, or were provided the information in a one-on-one meeting with the Special Education Director.</b></p>			
<p>Please explain the data (8 month)</p>			

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Please explain the data (12 month)

**Principle: 4 – Procedural Safeguard**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:30:04. Prior notice and parent consent.** Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents. If the notice described in this section relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requests parent consent.

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Through file reviews and interviews the monitoring team found 4 files that had no prior notice for evaluation.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Informed parental consent will be obtained before conduction a first-time evaluation.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The Shannon County School District will have in place a process to review existing data and have input from IEP team members as to needed evaluations for initial and reevaluations.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record date objective is met**

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<p>1. What will the district do to improve?</p> <p>The School District will have in place a form that will allow all team members to provide input for the needed evaluations in 100% of the files involved in initial and re-evaluations. These forms will be reviewed by the Special Education Director, School Psychologist, and Social Worker to determine needed evaluations.</p> <p>What data will be given to SEP to verify this objective? A sample of the form being utilized by Shannon County School District to ensure team members have input into needed evaluations during initial and three year reevaluations. The district will report the number of evaluations completed between Dec 1, 2005 and May 30, 2006 and will report the number of times parent permission was received between May 30, 2006 and November 2006, Shannon County School District will take a random sample of files to report the number of times evaluations were completed and the number of times parent permission was received.</p>	<p><b>November 2006</b></p>	<p><b>Special Education Director/ School Psychologist / and Social Worker</b></p>	<p><b>Goal Met 3/16/06</b></p>
<p>Please explain the data (4 month)  <b>December 14 forms were submitted to SEP office. March 15, 2006 22 of 22 files reviewed where evaluations were completed between 12/1/05 and 3/15/06 contained parent permission.</b></p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

<p><b>Principle: 5 – Individual Education Program</b></p>
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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**. 24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include:

(1) A statement of the student's present levels of educational performance, including:

(a) How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); or

(b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;

(2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:

(b) To be involved and progress in the general curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and

(c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;

(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

Fifteen out of forty one files reviewed did not have measurable annual goals. For example; Will apply writing skills."  
"Improve expressive and receptive language." "Improve decision making skills."  
"Will solve mathematical problems of increasing levels of difficulty."

Twenty four of forty one files reviewed did not document the present levels of performance. The present levels of performance were not skill specific, and did not address how the student's disability affects involvement and progress in the general curriculum. For example; Weakness listed articulation, "\_\_\_struggles in the areas of reading, writing, and mathematics." Under academics another file only listed \_\_\_ works very slowly taking her time to get it right. Some statements for the Affect of the disability are as follows:

"The team feels that \_\_\_ will make adequate gains with inclusion services." "\_\_\_ is able to make adequate gains towards general classroom objectives with modifications and accommodations. There will be special education support staff in the general classroom during literacy and math activities." "\_\_\_does better in a one-on-one environment. The team accepted self-contained classroom as \_\_\_placement."

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

**IEPs written by the district will have all required content including present levels of performance, goals, and objectives targeting their area of need 100% of the time.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record date objective is met</b>
<p>1. What will the district do to improve? <b>The Special Education Director and Social Worker will review all files to ensure the required content is included, including present levels of performance, goals and objectives that target area of need 100% of the time.</b></p> <p>What data will be given to SEP to verify this objective? <b>Shannon County School District will provide SEP with a report of the number of IEP's completed from Dec 1, 2005 and May 30, 2006, and then report the number of IEP's that contain the required content. Between May 30, 2006 and November 2006 Shannon County School District will take a random sample of IEPs and report the number of files that contain the required content.</b></p>	<b>November 2006</b>	<b>Special Education Director and Social Worker</b>	<b>Continue to improve the areas addressed below</b>
<p>Please explain the data (4 month)</p> <p><b>Of the 47 files completed and reviewed between 12-1-05 and 3-15-06, 40 contained required content. Of the 7 that were missing required content: 6 had statements that didn't adequately address "Affect of Disability on General Classroom Participation" and 1 IEP was missing the required content to address "Condition, Performance, and Criteria" on the goal statement.</b></p>			
<p>Please explain the data (8 month)</p>			

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 Please explain the data (12 month)

<b>Principle: 5 – Individual Education Program</b>			
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <u><b>ARSD 24:05:28:02 Continuum of alternative placements</b></u> The IEP team must address the justification for placement through a statement in the IEP. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.  Twelve out of forty one justification statements did not address the required content. The accept reject format was not used in all files and the question why the student can not participate in the regular classroom was not addressed. For example, "The team accepted that ___ will participate with his non-disabled peers in the general classes in extracurricular and non-academic activities. " ___ will participate with his peers in all areas of general education. He will do all academics and non-academics with his peers in the regular class." "The team accepts general classroom with modifications. ___ will make adequate gains from full inclusion SPED services."			
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.			
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>Shannon County School District will ensure that IEP's appropriately address "justification for placement" in 100% of the files.</b>			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record date objective is met</b>

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<p>1. What will the district do to improve? <b>The Special Education Director and Social Worker will review all files to ensure the required content is included for the justification for placement using the accept/ reject format 100% of the time.</b></p> <p>What data will be given to SEP to verify this objective?  <b>Shannon County School District will submit a report to the state documenting the number of IEP's completed between Dec 1, 2005 and May 30, 2006 and the number of IEP's containing the required content for justification for placement. Between May 30, 2006 and November 2006 Shannon County School District will take a random sample of IEPs that contain the required content for justification for placement.</b></p>	<p><b>November 2006</b></p>	<p><b>Special Education Director and Social Worker</b></p>	<p><b>Continue to improve on the areas need address</b></p>
<p>Please explain the data (4 month)  <b>39 of 47 files reviewed contained adequate "justification for placement" statements. 8 out of 47 files reviewed did not adequately address the "Justification for Placement".</b></p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			